

# **Effective Behavior Support (EBS) Team Implementation Checklists Version 2.2 (Quarterly)**

## **Data Collection Protocol**

- ✓ Used by teams to guide activities.
- ✓ Updated quarterly during initial implementation process.

## Effective Behavior Support Team Implementation Checklists (Quarterly)

School \_\_\_\_\_ Date of Report \_\_\_\_\_  
 District \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_

**INSTRUCTIONS:** The EBS team should complete both checklists quarterly to monitor activities for implementation of EBS in the school.

**EBS Team Members** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Person(s) Completing Report** \_\_\_\_\_

| Checklist #1: Set-Up Activity   |         | Status: Achieved In Progress Not Started |      |      |     |
|---|---------|--|------|------|-----|
| Complete & submit Quarterly   |         | Oct.                                     | Dec. | Mar. | May |
| <b>Date:</b><br>(MM/DD/YY)  |         |  |      |      |     |
| <b>Establish Commitment</b>   | Status: |  |      |      |     |
| 1. Administrator's support & active involvement.  |         |  |      |      |     |
| 2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline).                  | Status: |  |      |      |     |
| <b>Establish &amp; Maintain Team</b>  | Status: |  |      |      |     |
| 3. Team established (representative).   |         |  |      |      |     |
| 4. Team has regular meeting schedule, effective operating procedures.   | Status: |  |      |      |     |
| 5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support. | Status: |  |      |      |     |
| <b>Self-Assessment</b>  | Status: |  |      |      |     |
| 6. Team/faculty completes EBS self-assessment survey.   |         |  |      |      |     |
| 7. Team summarizes existing school discipline data.   | Status: |  |      |      |     |



|  |         |  |  |  |  |
|--|---------|--|--|--|--|
| 8. Strengths, areas of immediate focus & action plan are identified.   | Status: |  |  |  |  |
| <b>Establish School-wide Expectations</b><br>9. 3-5 school-wide behavior expectations are defined.   | Status: |  |  |  |  |
| 10. School-wide teaching matrix developed.   | Status: |  |  |  |  |
| 11. Teaching plans for school-wide expectations are developed.   | Status: |  |  |  |  |
| 12. School-wide behavioral expectations taught directly & formally.  | Status: |  |  |  |  |
| 13. System in place to acknowledge/reward school-wide expectations.  | Status: |  |  |  |  |
| 14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.  | Status: |  |  |  |  |
| <b>Establish Information System</b><br>15. Discipline data are gathered, summarized, & reported.   | Status: |  |  |  |  |
| <b>Build Capacity for Function-based Support</b><br>16. Personnel with behavioral expertise are identified & involved.                       | Status: |  |  |  |  |
| 17. Plan developed to identify and establish systems for teacher support, functional assessment & support plan development & implementation. | Status: |  |  |  |  |



| Checklist #2: On-going Activity Monitoring                       |         | Status: Achieved, In Progress, Not Started |  |  |  |
|--|---------|--|--|--|--|
| Complete & Submit Quarterly                                      |         |  |  |  |  |
| 1. EBS team has met at least monthly.                            | Status: |  |  |  |  |
| 2. EBS team has given status report to faculty at least monthly. | Status: |  |  |  |  |
| 3. Activities for EBS action plan implemented.                   | Status: |  |  |  |  |
| 4. Accuracy of implementation of EBS action plan assessed.       | Status: |  |  |  |  |
| 5. Effectiveness of EBS action plan implementation assessed.     | Status: |  |  |  |  |
| 6. EBS data analyzed.  | Status: |  |  |  |  |

**Additional Observations/Comments/Questions:**





## Action Plan for Completion of Start-Up Activities

| Activity   | Activity Task Analysis | Who | When |
|--|------------------------|-----|------|
| <b>1. Establish Commitment</b> <ul style="list-style-type: none"> <li>Administrator</li> <li>Top 3 goal</li> <li>80% of faculty</li> <li>Three year timeline</li> </ul>  | a.                     |     |      |
|  | b.                     |     |      |
|  | c.                     |     |      |
|  | d.                     |     |      |
|  | e.                     |     |      |
| <b>2. Establish Team</b> <ul style="list-style-type: none"> <li>Representative</li> <li>Administrator</li> <li>Effective team operating procedures</li> <li>Audit of teams/initiatives</li> </ul>                                    | a.                     |     |      |
|  | b.                     |     |      |
|  | c.                     |     |      |
|  | d.                     |     |      |
|  | e.                     |     |      |
| <b>3. Self-Assessment</b> <ul style="list-style-type: none"> <li>EBS survey</li> <li>Discipline data</li> <li>Identification of strengths, focus</li> <li>Action Plan developed</li> <li>Action Plan presented to faculty</li> </ul> | a.                     |     |      |
|  | b.                     |     |      |
|  | c.                     |     |      |
|  | d.                     |     |      |
|  | e.                     |     |      |



|  |    |  |  |
|--|----|--|--|
| <b>4. School-wide Expectations</b> <ul style="list-style-type: none"> <li>Define 3-5 school-wide behavioral expectations</li> <li>Curriculum matrix</li> <li>Teaching plans</li> <li>Teach expectations</li> <li>Define consequences for problem behavior</li> </ul> | a. |  |  |
|  | b. |  |  |
|  | c. |  |  |
|  | d. |  |  |
|  | e. |  |  |
| <b>5. Establish Information System</b> <ul style="list-style-type: none"> <li>System for gathering useful information</li> <li>Process for summarizing information</li> <li>Process for using information for decision-making</li> </ul>                             | a. |  |  |
|  | b. |  |  |
|  | c. |  |  |
|  | d. |  |  |
|  | e. |  |  |
| <b>6. Build Capacity for Function-based Support</b> <ul style="list-style-type: none"> <li>Personnel with behavioral expertise</li> <li>Time and procedures for identification, assessment, &amp; support implementation</li> </ul>                                  | a. |  |  |
|  | b. |  |  |
|  | c. |  |  |
|  | d. |  |  |
|  | e. |  |  |



# Behavior Matrix

[illegible]







## Behavior Lesson Plan Template: COOL TOOL

UNIVERSAL EXPECTATION: \_\_\_\_\_

NAME OF SKILL/SETTING: \_\_\_\_\_

SEL STANDARD: \_\_\_\_\_

### PURPOSE OF THE LESSON/WHY IS IT IMPORTANT.

1.

2.

### TEACHING EXAMPLES

1.

2.

3.

### STUDENT ACTIVITIES/ROLE PLAYS

1.

2.

3.

### FOLLOW UP/ REINFORCEMENT ACTIVITIES

1.

2.

3.





## **Behavioral Lesson Plan**

*School-Wide Expectation(s): Expectation(s) being addressed.*

*Setting/Routine:*

*SEL Standard:*

*Purpose of the lesson? Why it is important:*

### ***Behavioral Lesson Plan/Teaching Examples:***

Explain expectations & why need:

Check for student understanding/buy-in:

Model teaching examples using the language in your school's matrix:

Check for student understanding/buy-in:

Model non-examples:

Check for student understanding/buy-in:

Model teaching examples using the language in your school's matrix:

Students practice:

*Follow-up/Reinforcement Activities:*

*Acknowledgement Plans:*



## **Staff Kick-off example (cont.)**

Staff,

The PBIS kick-off for the student body is on

Thursday September 2!

The following schedule is your classroom's time for attending the three different stations. The stations will be divided into primary and intermediate sections. The sections will duplicate each other, just on opposite sides of the building.

### **PRIMARY**

| <u>Time</u>      | <u>Art Room<br/>Bathroom</u> | <u>Arrival/<br/>Dismissal</u> | <u>Hallway</u>           |
|------------------|------------------------------|-------------------------------|--------------------------|
| 10:05-<br>10:20  | Wright and<br>Davis          | Martin and<br>Vidlak          | Gonzales and<br>Castillo |
| 10:23 –<br>10:38 | Gonzales and<br>Castillo     | Wright and<br>Davis           | Martin and<br>Vidlak     |
| 10:45-<br>11:00  | Martin and<br>Vidlak         | Gonzales and<br>Castillo      | Wright and<br>Davis      |





## Documentation Project

### Referral Form Examples

**Version 4.0**

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#### *Intended Audience*

Referral form examples are for School Administrators, school teams and SWIS Facilitators to use as a guide for developing an office discipline referral form.

#### *Description*

The three available referral form examples are each compatible with SWIS. Each example is formatted differently, in size of paper, actual categories on the form, and the order of the information to be recorded.



U200 Activity: T-Chart of Behavior

## **T-Chart of Behavior**

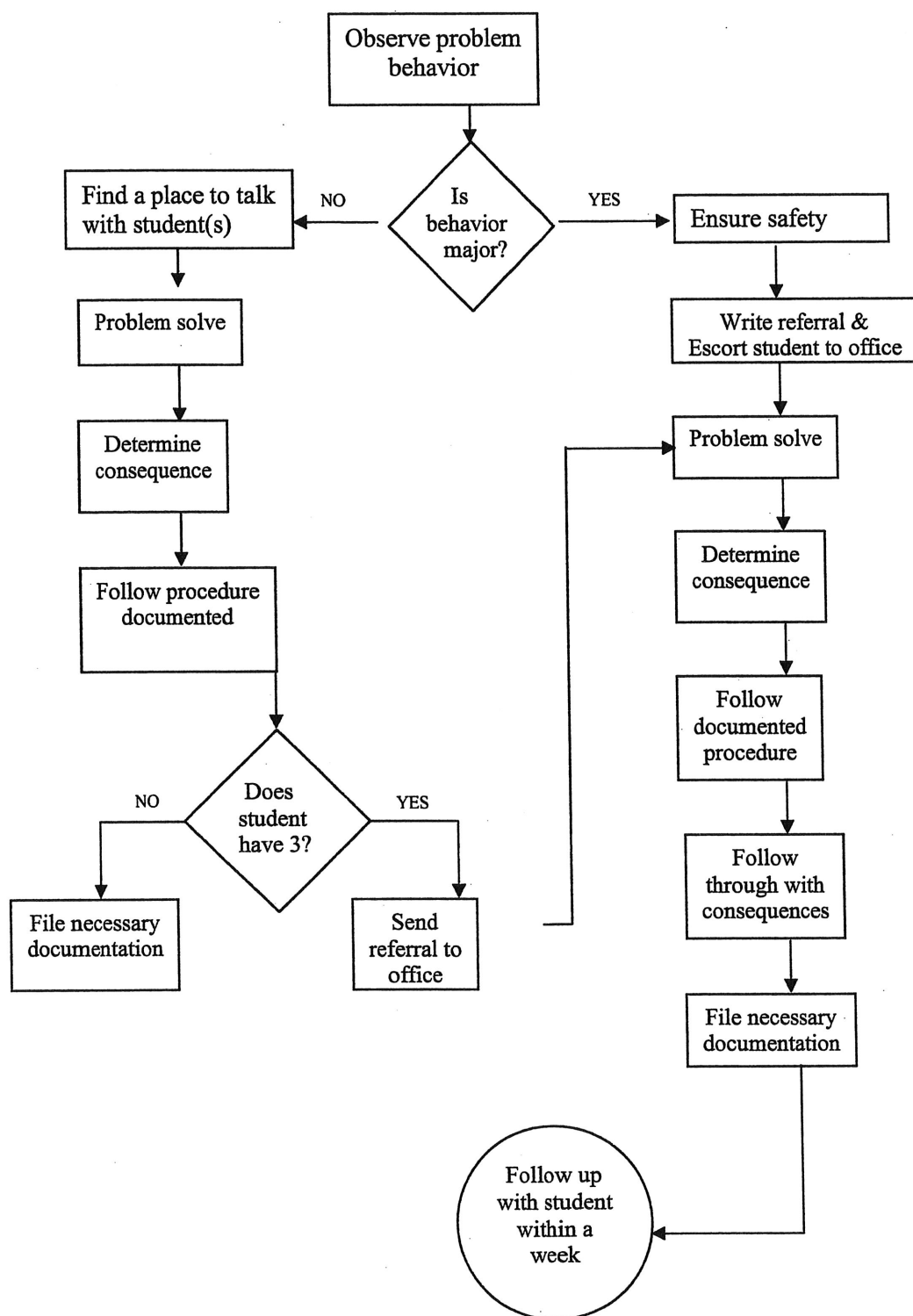
| <b>TEACHER MANAGED<br/>BEHAVIORS</b> | <b>OFFICE MANAGED<br/>BEHAVIORS</b> |
|--------------------------------------|-------------------------------------|
| <b>Minor</b>                         | <b>Major</b>                        |
|                                      |                                     |





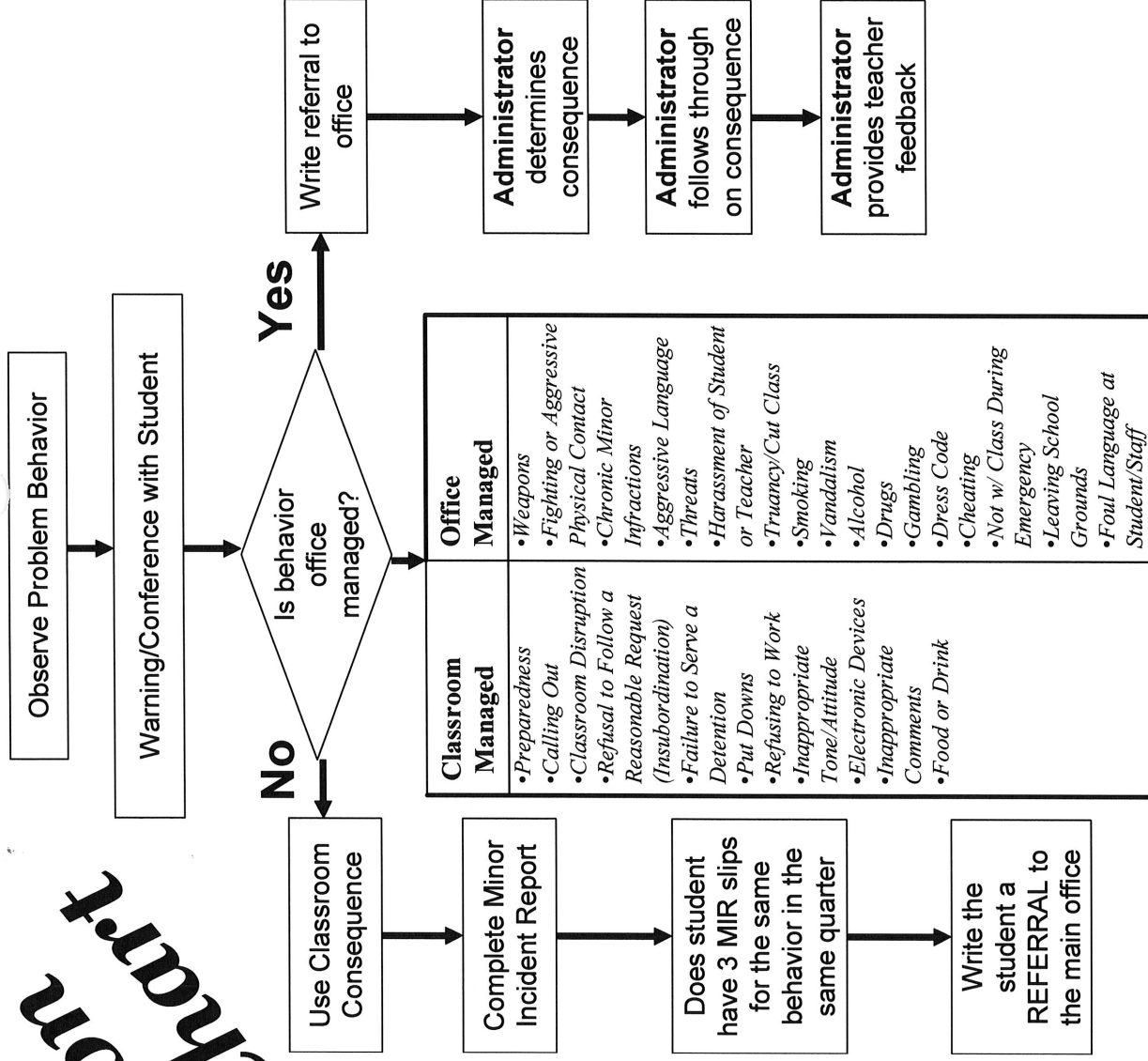
U200 Activity: SWIS Flowchart (Example)

General Procedure for Dealing with Problem Behaviors





# Decision Flowchart



**SIDE BAR ON MINOR INCIDENT REPORTS**

- Issue slip when student does not respond to pre-correction, re-direction, or verbal warning
- Once written, file a copy with administrator
- Take concrete action to correct behavior (i.e. assign detention, complete behavior reflection writing, seat change)

Source: swis.org  
Facilitator Training

